

English Literature

| Term | Week | Topic |
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| 1 | 1-3 | <p>Unit 1: Technology in Fahrenheit 451</p> <ul style="list-style-type: none"> - What is the role of technology in the novel? - How does Bradbury explore the role of technology in the novel? - To what extent is technology used to destroy rather than empower in the novel? <p>HBL: Students will embark on a lesson via SLS that teaches them to identify and explain the role of run-on lines and end-stopped lines in poetry.</p> |
| | 4 | <p>Unit 2: Making Meaning with Run-on & End-stopped Lines</p> <ul style="list-style-type: none"> - How do we explain the role of run-on lines and end-stopped lines in poetry? <p>HBL: Part of this unit will be taught through HBL.</p> |
| | Week 5-7 *Week 6: 11, 12, 15 Feb - CN | <p>Unit 3: Exploring Relationships through Poetry</p> <ul style="list-style-type: none"> - Students will explore the poem, (Love Songs with Two Goldfish) by Grace Chua. - What are the feelings of the speaker? - In what ways does the poet convey her views about love? - Focus on: Form (Brackets),/ Puns/ Internal Rhyme/Hyperbole/Contrast & Juxtaposition/Run-on lines |
| | 8 | <p>Unit 4: Exploring Loss & Grief</p> <p>WA 1: Students will be required to respond to an unseen poem that explores the theme of loss and grief.</p> |
| | 8-9 | <p>Unit 5: Water as a Symbol in Fahrenheit 451</p> <ul style="list-style-type: none"> - How is the symbolism of water important in the novel? |
| | 10 | <p>Unit 6: Perfecting the Craft of Essay Writing</p> <p>WA 1: Feedback & Corrections</p> <ul style="list-style-type: none"> - How can we improve and write better essays? |
| | March Vacation | <p>Unit 7: Propaganda and Knowledge in Fahrenheit 451 [Part 1]</p> <p>HBL Task: Students will investigate a variety of sources in response to the following question:</p> <ul style="list-style-type: none"> - Why and how do authorities control the type of knowledge people receive in the past and present? |

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| 2 | 1-3 *Week 2 2/4: Good Friday | Unit 8: Propaganda and Knowledge in Fahrenheit 451 [Part 2] <ul style="list-style-type: none"> - What does Bradbury convey to us about propaganda and knowledge? - How does Bradbury convey his views about propaganda and knowledge? - Do you think that knowledge empowers or disempowers individuals? |
| | 4--5 | Unit 9: Resistance in Fahrenheit 451 - Faber [Part 1] <ul style="list-style-type: none"> - Faber: Is he a person of courage or someone who is cowardly? |
| | 5-6 | Unit 10: Exploring Motherhood through Poetry <ul style="list-style-type: none"> - Students will explore the poem, Countdown by Grace Chua - What literary devices can you identify in the poem? - How do the literary devices convey the theme(s) of the poem? |
| | Week 7 *Week 7 3 May: Labour Day | <ul style="list-style-type: none"> - Mid Year Examinations |
| | *Week 8 | <ul style="list-style-type: none"> - Mid Year Examinations/ Script Checking |
| | Week 9 | <ul style="list-style-type: none"> - Script Checking |
| | Week 10 26/10 : Vesak Day | Unit 11: Resistance in Fahrenheit 451 - Montag, Granger, Clarisse [Part 2] <ul style="list-style-type: none"> - How do the different characters resist the values of society in Fahrenheit 451? - What does Bradbury want to convey about resistance through his novel? |

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| 3 | 1 – 2 | Unit 12: Resistance in Fahrenheit 451 - Montag, Granger, Clarisse [Part 2] <ul style="list-style-type: none"> - How do the different characters resist the values of society in Fahrenheit 451? - What does Bradbury want to convey about resistance through his novel? |
| | 3-4 | Unit 13: Fahrenheit 451: Allusions <ul style="list-style-type: none"> - What are the various allusions found in the novel? - How are the allusions in the novel significant? |
| | 5 – 6 | Unit 14: Migration & Poetry <ul style="list-style-type: none"> - What can poetry tell us about living in a foreign land? - How do poets convey their thoughts and feelings about living in a foreign land? |
| | 7 – 9 | Unit 15: Tying Fahrenheit 451 together <ul style="list-style-type: none"> - What are the broad themes of the novel? - How do the various parts of the novel fit into the broad themes? - What are some key quotes we can memorise? |
| | 10 | Prelims. |

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| 4 | 1 | Prelims |
| | 2 | Go through prelim papers |
| | 3 – O levels | Revision |

Note: This scheme of work provided does not include non-weighted assignments which would be assigned to students periodically to assess their learning and progress for the subject